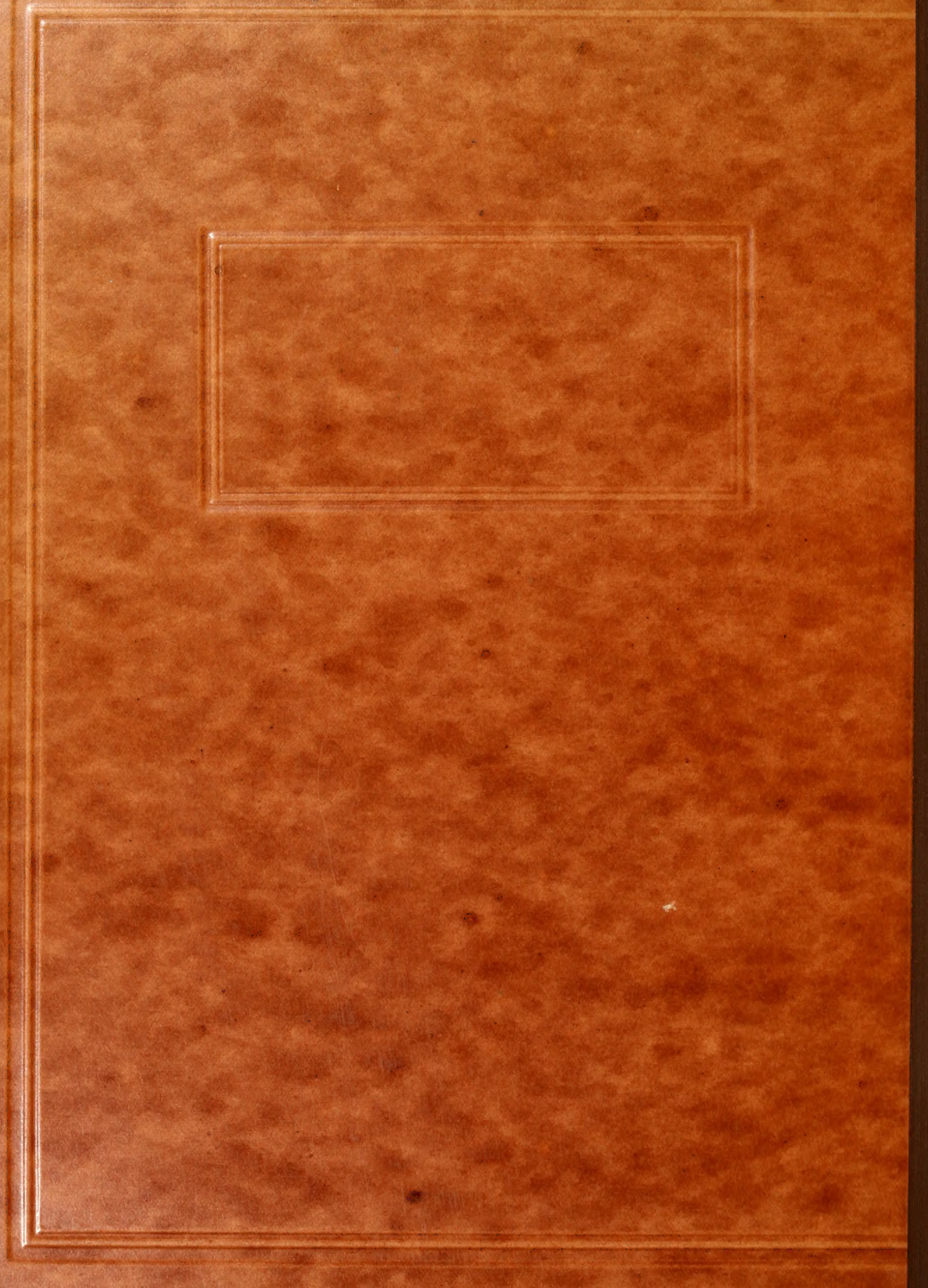




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SHAPLEIGH, P.







BOSTON UNIVERSITY

GRADUATE SCHOOL

THIS IS

INTRODUCTION TO THE DIRECT METHOD OF TEACHING GERMAN

SUBMITTED BY

PAULINE GRIEVES SHAPLEIGH

(A. B. BOSTON UNIVERSITY 1916)

IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE OF

MASTER OF ARTS

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## INTRODUCTION TO THE DIRECT METHOD.

The principle of the direct method of teaching languages is not the abandonment of grammar and having the foreign language spoken exclusively in the class room, but learning to do things the foreign way, instead of learning why the foreigner does them so. The old method treats a modern language like an ancient one, like a dry fleshless framework of cases, tenses and word order. One can learn a modern language only as one increases one's vocabulary in English, that is, by imitation: through the ear and tongue, rather than the eye, or power of reasoning. That explains why a few weeks in France or Germany out-balance years of college study so far as the feeling for the language is concerned. In modern teaching we try to replace the foreign environment with oral practice and direct methods. This is a move in the right direction, but so much the more careful must we be to build up that feeling carefully and accurately. What may seem very simple to the native or proficient teacher means to the pupil new chords, new modulations, new keys, and entirely new motifs.



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The ear is a much more direct messenger of sensation than the eye. A pupil on seeing a word can stop and consider its correctness but a sound once heard is gone and the impression correct or incorrect remains. By making and hearing repeated mistakes, confusions of genders, numbers, cases, pronunciations, and constructions, the ear of the elementary pupil is as thoroughly ruined as that of a musician who should practice on an instrument out of tune. In the usual conversational methods the pupil loses a reliable feeling of gender, loses the sense of accuracy, and the restraint of pride. The oral acquirement of the true sense and feeling for a language must proceed as cautiously as the development of musical skill. We must not use datives, genitives, clauses, possessive adjectives, pronouns, nor idiomatic expressions till the pupils have slowly and surely built up a feeling for the very idea of gender and case and number forms and new sounds of letters. Adopt the method of learning only one thing at a time and drill upon each one almost to the point of endurance. Children finally like best what they thoroughly understand and can do.

The greatest bugbear meets the beginners at the outset, and it is the one that can never be set right later, if the ear is not accurately trained from the



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very beginning. Nor is the use of the article merely one of drill. The trouble and danger lie deeper, for the English-speaking child has no basis of experience upon which to establish a comprehension of conditions that shall demand or explain such a variety of forms. There is no mental respect for the rules of the game and the confused complication seems unjustified. It seems a jumble and remains so, unless one process has been mastered before another was introduced. The categories of gender and case are so very foreign to the American child especially since the study of formal grammar has been unfortunately reduced to such a minimum that he cannot find his bearings even in the mother tongue.

To begin with then, the child must be told that the Germans say the word "the" in many different ways. Even in the nominative case, when you tell what a thing does there are three different ways of saying "the" before the name of that thing, and still other ways, if anybody does something to that thing, or uses it.

First, we will take the word "the" when we say the thing "does" something or is something. Before some things it is said one way, before others another way and before still others, the third way. The Germans are so accustomed to these three different ways that they always think of a thing in connection with the way of saying "the" before it. Almost all lan-



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languages except English have three different ways of saying the word "the" and the names of all things are arranged in one of these three classes which do not always correspond to the gender of the things themselves. We can believe that in the beginning of human speech the early people classified the names of things according to the possession of real or fancied qualities resembling those of the members of their own human family, the father, the mother, and the child.

In English we apply the neuter pronoun "it" very frequently to a child, or to the undeveloped young of animals. So the word for child, "Kind", as well as "Lamus", lamb, and "Kalb", calf, are in the neuter class. So too in English several traces of this use of pronouns remain, as in speaking of the sun, the moon, a ship, etc. We will call the masculine class, the Mann or the Father class, the feminine, the mother or Frau set, and the neuter class the child or Kind set. Now we will study how to use the father



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set first      Before these names, when the thing does or is something, the word for "the" is der.

Select first things in the class room and parts of the body and clothing in the masculine gender. Put the words on the board, all with the word der before them and the meanings after them.    der Mann, der Knabe, der Tisch, der Regenschirm, der Bleistift, der Vorhang, der Wischer, der Kasten, der Stuhl, der Hut, der Handschuh, der Mantel, der Rock, der Boden, der Vater, der Knopf, der Hals, der Fuss, der Finger.    The student should say them over after the teacher.    So far as possible, point to the object while reading the words.

Let the scholars at first imitate the sounds. A formal lesson in pronunciation would be very dry and not find lodgement.    Moreover school children are at an age when the organs are flexible and they will take the correct pronunciation largely without analysis.    If you make the drills too formal you will scare them into mechanical and conscious attempts which are apt to be false.

The main things are:

(1) correctness of the vowels, a, e, i, o, u,    Practise them in this order and separately in quick succession with the "stop consonant" between each sound. Insist on the pureness of the vowel without moving any of the organs during the sound, and on the sharp closing of the sound with no carrying over to the next word. Make long vowels long.    Practise the beginning of the



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vowel with the glottis stop. In sounding "a". hold the jaw with the hand, pull it quite down and don't let it come up until after the sound stops. Practise all the vowels before a mirror and see that you do not move the lips or the jaw while any sound is being made. Be sure there is no drawl nor impure sound at the end.

(2) For the present, let "a" be a in mate, o equal e in her; u equal ee in see. Take in a long breath; say each vowel long and stop it quickly at a signal.

(3) In ei and ie, the sound of the diphthong is that of its last member in English.

(4) Practise the ch by sounding a vowel before it. Stop the vowel sound in the larynx and allow the breath to continue, without changing the position of the organs. This breath continuant is the pure ch and will be palatal or guttural according as the preceding vowel was palatal or guttural.

(5) Explain the sounds of j, t, w, and y (like "setting on a dog") Other sounds of letters are not fundamentally unique and may be learned gradually.

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and is impressive. All other boys and girls on the continent of Europe pronounce their letters pretty nearly this way and not as we do in English. Spelling with the German letters helps the pupils to remember the pronunciation, especially of the vowels. Have them now spell all the words they know over and over again, henceforth every new one. Tell the scholars that if they wish to, for the fun of it, they may use these name-words in their English conversation.

Now let us talk about a few words. Many words in German are almost like English, so don't be surprised that "is" is called in German "ist". You see when we speak of anything other than you or me, we call it third person and put on a "t". The word "here" is sounded just as in English, but spelt "hier". Some letters change in regular order. Where we have "th" in English we shall find a German "d", as you see the English "the" beginning with "th" begins in German with a "d". So the word for "there" is dort, which you use when you point to it. (Da means there referring to any place in question or the place at hand. Now we are ready to say "der Tisch ist hier". "der Stuhl ist dort." Each pupil must have a notebook and



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write down these sentences and words, for visualizing all sounds prevents the acquiring false forms. Give the conversation to the children. Do not let them take the initiative unless you are very sure that they will get the word right, for if they say it incorrectly, it will spoil their feeling for the correct combination. Never encourage any expression beyond their present knowledge. When you begin with questions and answers have them all say the sentences in concert so that the prevailing sound will be correct. If it is not correct you have not explained enough. When the majority of the class do badly it is the teacher's fault. When the prevailing sound is correct, those that say it wrongly will perceive that they are out of tune. Then you repeat it as it should be until it is unanimously correct. Correct work is very beneficial. Do not give a question to be answered in concert unless you are very sure that the answer will be overwhelmingly correct. Then you can divide the class into divisions which shall give each other back and forth, the question and answers they have had. Then ask individual pupils to do it. Do not ask a single pupil to guess at anything orally. Answers may be given in different ways and all be correct. Say so



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to encourage the individuals, but it is better to pick out one way to avoid confusing their minds; and so that they will have one way to answer in concert.

Next give the pupils adjectives to use with *ist*, and with nouns of the father class: *gut, schön, lang, kurz, schnell, langsam, weiss, schwarz, blau, rot, gelb, grün, neu, alt*. Also the following adverbs: *hier, dort, jetzt, immer, nie, nicht, sehr, zu*; the interrogatives: *wo, warum, wie, wer*. The following are the names of verbs: *stehen, liegen, gehen, sitzen, schreiben, reden, sagen, thun, machen*.

The name of every verb ends in *en* except *sein* and *thun*. Explain that the word used to be *thuen*, but through long usage became shortened to *thun*. The word *sein*, because it is used more than any other verb is irregular in every language.

When you talk about yourself, the word I is *ich*, and you take the *n* off the name of the verb, leaving the *e*. When you talk about any other one thing, change that *e* for *t*. Practise all these verbs appropriately with the nouns of the Vater class. If you refer to a noun of the Vater class as *he* (or *it*), take off the *d* from *der*, leaving *er* which is the pronoun referring to such a word of the father class. You will see later that this resembles the way to say "the" for the nouns of the Mutter and Kind class.



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For all these, use the verb ending in t, just as we put on s when using a verb with one subject in English: he sits, he runs, it lies, it stands.

For every other person or persons, the verb ends in en; and for the present time (tense) is the same as the name of the verb. Omit all familiar forms.

If you speak to a person, use Sie, which is written with a capital as a mark of respect, and if you speak of several other persons or things, write that same sie with a small letter, (the same word as for she).

The word for we is wir. In all these uses the verb ends in en, as we have mentioned.

In order to speak of several other persons or things, we must know how to say the plural of different nouns. In English we have a great variety of ways: oxen, cities, geese, sheep, and deer (no change), boxes, berries, children, etc. In German we have only four ways. The first way I is without adding any letter to the singular, as in English deer and sheep, but sometimes we change the vowel as in goose, geese. Only the vowels: a, o, and u, can ever be changed, and this is done by throwing the sound with the tongue toward the front of the mouth. Keep the lips in just the same position as in speaking the a, o, or u and throw the tongue forward, as if you were trying to say a front vowel, e or i. This throwing forward of the



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sound is represented by putting two dots over the vowel where it is done: ä, ö, ü.

This is not always done with a, o, or u with the nouns of the first class. Where these vowels occur and it is not done, we call the nouns Class Ia. Always and IV never.

Nouns of Class I add e to form the plural and generally throw the vowel a, o, or u to the front. If the vowel of the word is a, o, or u and we do not do it, we call these nouns Class IIa. In Class I, the vowels, a, o, or u, or the combination au, which we sometimes throw forward, is in the next to the last syllable. In Class II it is in the last syllable.

Nouns in Class III add er to make the plural, and the vowel a, o, or u, or au, is always thrown forward. This throwing forward of the vowel is called "umlauting" a German word which means changing the sound. In the combination au, the two dots are not put over both vowels, but only over the a, and the resulting sound is like oy in boy, the same as the pronunciation for the combination eu in German.

Nouns of Class IV add en and never umlaut any vowel.

The singular of any noun may already have two dots over the a, o, or u, or au, which means that the sound has already been thrown forward by reason of the



sound is represented by putting two dots over the vowel where it is done: ä, ö, ü. This is not always done with e, o, or u with the nouns of the first class. Where these vowels occur and it is not done, we call the nouns Class Ia. Nouns of Class I add e to form the plural and generally throw the vowel e, o, or u to the front. If the vowel of the word is e, o, or u and we do not do it, we call these nouns Class Iia. In Class I, the vowels e, o, or u, or the combination eu, which we sometimes throw forward, is in the next to the last syllable. In Class II it is in the last syllable. Nouns in Class III add er to make the plural, and the vowel e, o, or u, or eu, is always thrown forward. This throwing forward of the vowel is called "umlauting" a German word which means changing the sound. In the combination eu, the two dots are not put over both vowels, but only over the e, and the resulting sound is like oy in boy, the same as the pronunciation for the combination eu in German. Nouns of Class IV add en and never umlaut any vowel. The singular of any noun may already have two dots over the e, o, or u, or eu, which means that the sound has already been thrown forward by reason of the

word being derived from some other word or stem of a word. Of course, then, this sound cannot be changed any further for the plural.

Summary of Classes:

- a. as to endings: I nothing; II e; III er; IV en.
- b. as to umlauting: I sometimes; II generally; III always and IV never.

There is another small division of Ia, called Ib which drops the n in the nominative singular. This includes for present considerations only the word Name.

Class V and "weak masculines" will be taken up later as a branch of Class IV. The only nouns needed for conversation are Knabe and Junge, and at present we have only to do with the nominatives (having en in the plural)

The word for the before a plural noun in the subject is die.

At this time certain orders and commands may be given to the class in German. Aufstehen, sitzen, vorwärts gehen, Bücher aufmachen, Bücher schliessen, zusammen antworten, auswischen, Plätze nehmen, weiter schreiben, etc. Now put other words than the subject first, as "Here stands the chair." "Black is the coat." Learn the rule that whatever comes first, the verb must be second, except in questions where the verb begins the sentence and can be preceded by nothing but some interrogative word. In a command the verb goes before the pronoun which is always Sie, and this word Sie is never omitted as in English. The element preceding the



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#### Summary of Classes:

a. as to ending: I nothing; II e; III er; IV en.  
b. as to uninflecting: I a metonym; II generally; III always and IV never.

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verb in a statement may consist of several words which altogether make up one single element of the sentence: as an enlargement of the subject, the man who was here yesterday; or an adverb, Early in the morning of yesterday, etc. Let the adjectives all be predicate and use no attributives, i.e., do not let them stand directly before a noun.

There are four other words which may stand before a noun and end in er like der. These are dieser, jener, welcher, and jeder (with meaning) Practise these with the nouns already had. This is called the dieser set of words.

Another set of words does not take er, when they stand before the noun that we are speaking of. Ein means indefinitely a chair, and eraser. The set of words which also takes no er are mein (my) sein (his) ihr (her) Ihr (Your) These correspond to ich, er, sie, Sie. Unser (our) corresponds to wir, and ihr (their) also corresponds to the plural use of sie (they) None of these add er when they stand before a singular subject noun. Another word of this kind is kein which means no as "No chair is here". All the words of this kind which add no er when they stand before a subject noun are called the "kein words". Write these words on the board and have them copied down and drilled in connection with the nouns already learned. All



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Another set of words does not take er, when they  
stand before the noun that we are speaking of. This  
means indefinitely a chair, and eraser. The set of  
words which also takes no er are mein (my) sein(his)  
ihr(his) Ihr (Your) These correspond to ich, er,  
sie, Sie, Unser (our) corresponds to wir, and ihr  
(their) also corresponds to the plural use of sie (they)  
None of these add er when they stand before a singular  
or subject noun. Another word of this kind is kein  
which means no as "No chair is here". All the words  
of this kind which add no er when they stand before a  
subject noun are called the "kein words". Write these  
words on the board and have them copied down and drilled  
in connection with the nouns already learned. All

changeables of both the *dieser* and the *kein* set end in *e* before a plural subject noun.

Have the children make up at home and bring in twenty or more sentences including only the words already learned. Confine these sentences to the present tense, the nominative case of singular and plural nouns, the two sets of changeables, adjectives of the positive degree and to the verbs already learned. Do not use any word more than twice. These restricted and free-hand compositions are fine practice not only for beginners but at any stage in composition work. It forces the pupils to think over the words and to express themselves with a limited vocabulary. The direct method thus restricted in vocabulary may be very successful, but it may run into all sorts of confusing forms and constructions that seem simple enough to the teacher but involve countless pitfalls.

Introduce *und*, *aber*, *ohne*, *zu*. Learn to divide syllables by placing as many consonants as possible on the coming syllable. This is true of simple words with which alone we have as yet to do. Insist that initials be buzzed and final letters hissed; also that *g* after the vowel of a syllable be pronounced as if written *ch*. Learn to count up to 100. Play buzz.



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Introduce and, after, come, on. Learn to divide  
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Bring in class next time 10 declarative sentences  
10 interrogative sentences, and 10 commands. In com-  
mands you must always say the you, whereas in English  
you hardly ever say "Go you". The Sie cannot be  
omitted in German even in a succession of verbs. Add  
to the command the word "bitte" which is really the  
first person of the verb bitten, I beg. "Bitte" also  
means "you are welcome" being abbreviated from "I beg  
you not to mention it".

When a descriptive word stands between a changeable  
and a noun, if the changeable word is a dieser word, the  
adjective does not repeat the ending er before a sing-  
ular noun, but ends in just e, which is enough to give  
it two syllables. But if the changeable is a kein  
word which does not have the er, then the describing  
word between it and the noun does have the er. If  
there are several describing words, they all do as their  
leader the first one, does. If the describing word  
stands before a singular noun without a changeable, then  
the describing word ends in er, just as a dieser word  
would do. A describing word standing between a change-  
able of any kind and a plural noun ends in en but if it  
stands before the noun without a changeable before it,  
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The plural of "an apple" (Have you an apple?) is  
"some apples". "Have you some apples?" or leaving out  
the "some", "Have you apples?" This is usual



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in English when we add something further. "Have you some apples in the basket?" So in German use einige or leave it out. The Germans leave it out much more than we do. So also they leave out etwas (some) with the singular very frequently.

In learning the past tense, called the simple past, preterite, in German, and let the term "past" be used only as referring to English expressions to past time in general.

Begin the study of the past tenses with the strong verb. It is more striking and deals with the irregularity "at once, and it is moreover historically chronological (which aids in later explanation of weak verbs). When we talk about a thing happening at different times, for instance, my going to the city, we say "I go now"; "I went yesterday"; "I have gone already", we see there is a different word used for the different times, or tenses, as we call them. Generally it is not a different word that is used, but the vowel of the word is changed in the simple past (preterite) and possibly again in the word which we use with have, showing that we have already done a thing.

This last word with have we let end in en as "I give now", "I gave yesterday", "I have given already". This ending in en is not always true in English, when we change the vowel, for instance in "I sing now", "I sang yesterday", "I have sung already". But generally it holds true, as "I write now", "I wrote yesterday", "I have written already". Notice that here as in the



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Learn: singen, gehen, schreiben, laufen, stehen, fallen, vergessen, sprechen, liegen, tragen, rufen, lesen, sehen, halten, essen, trinken, schlafen, kommen, thun (irregular) Thun was formerly thuen, but this verb and sein are used so much that they have become irregular in all languages. Sein was originally se-en, but when two e's come together in German, it makes ie. The three time forms we will call the present, preterite, and past participle.

The verbs which change their vowel in these three "principal parts" (as we call them) very often change the vowel also in the third person singular of the present tense. But if they do it, it is done so regularly that you know what it is going to be; and it is not a mere matter of memory, as with the principal parts. The principal parts have to be learned by heart as in English. Children have to learn that it is take, took, taken, and not take, took, taken. In the third person singular, however, these verbs gener-



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ally umlaut the same way as in the plural of nouns, that is, by putting two dots over the letters a, o, u, and au; and changing the sound accordingly. In addition to this, however, the letter e may be thrown forward, and many times changes to i or ie. It is usually written ie if it is long, that is, prolonged in sound. So, as in those nouns classed Ia, and IIa, we shall have to remember which ones do change the vowel. There is sometimes a little change in the spelling to help remember the sound. For instance, ich nehme, er nimmt. H, after a vowel, means that it is long, while a double consonant means that it is short. So, ich trete, er tritt. Learn some verbs that do not change in the third person singular of the present, rufen, gehen, stehen, kommen, etc. Finden keeps the e so that both d and t can be heard; like English "He boxes well" It will help to remember these forms by giving in drill the third person of the present if it changes, after the principal parts, as geben, gab, gegeben, er giebt. In the present tense, we have learned that the first person ends in e and the third in t, but that is the only place where the the first and third persons are different. In the preterite of these verbs that are strong enough to change their vowel (and are called strong verbs) we do not add anything at all.

Introduce a little explanation of what the schol-



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There are sometimes four different forms of the nouns and pronouns which they will meet in reading.

The use is like:

1 I

2 of me

3 to or for me

4 we

So in speaking of a coat the first case would be the coat as subject; the second would be of a coat as possessive; the third, the coat with some other preposition; and the fourth, would be the coat as answering a verb: "I see a coat" answering, "What do you see?"

For the present ignore any further classifications of regimens or prepositions. There is another set of

verbs similar to those in English which do not change

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The letter d which is used in English to show



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past time, is really, the first letter of the word did or done. In German too, as the verb thun means to do, so we add t directly to the stem of this kind of a verb. The stem means what is left after taking off en from the name of the verb (infinitive) Then after putting on the t for past time, we add in the preterite, an e for the first person, just as in the present. The endings for the different persons are just the same as in the present, with the only difference that the third person is like the first. You will remember the present is the only place where the first person, speaking, and the third person, or the thing talked about, have different endings for the verb.

In the forms of the verb that goes with have or has (that is, the past participle) we again let the verb end in t, in place of the d in English. These verbs that do not change the vowel are called weak verbs. In the past participle of both strong and weak verbs, the syllable ge is prefixed to the form. Instances of such weak verbs are fragen, spielen, lachen, regnen, reden, warten, sagen, machen, raufen, hoffen, haben (irregular: hatte, hab-te)

Summary of the differences between strong and weak:



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Summary of the differences between strong and weak:

	Weak	Strong
a) Stem	Vowel remains same	Changes vowel in 2nd and 3rd sing. pres.
b) Preterite	-te	- no ending
c) Participle	ge - t	ge - en

To assist in the use of these tenses learn the words:  
jetzt, heute, gestern.

Just as we sometimes say "I am gone", "I have gone", "he is gone" or "He has gone; we are gone or we have gone" so in German there are two ways of using the past participle: sometimes with ich habe, er hat; and sometimes with ich bin, er ist, etc. It is, however, growing more and more the custom to use only one or the other with each verb. We have already learned five verbs with which we say ich bin. These are gehen, kommen, laufen, bleiben, and sein itself. Here should be explained as far as possible and memorized all forms of the three tenses of sein and haben.

With the verb haben and other verbs, comes the possibility of the object use of a noun answering the verb and completing its meaning. The object forms for nouns is the same as the subject form, but the changeables of both sets end in -en. In the dieser set the r is replaced by n, and in words of the kein set en is added to the subject form. Teach also now the object forms of the personal pronouns, mich, uns, ihn. The others have same forms as the subject.

Also explain the pluperfect form of verbs as being



Strong	Weak	
Changes vowel in 2nd and 3rd sing. pres.	Vowel remains same	a) Stem
- no ending	-te	b) Preterite
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object forms of the personal pronouns, mich, uns, ihn.

The others have same forms as the subject.

Also explain the highest form of verbs as being

formed by replacing the present of the auxiliary by its preterite, and as meaning that something had been done before a given time in the past. Explain this, but do not use it for the present.

To the five verbs given above as using sein, for the auxiliary in past tenses, we will add another verb werden. Werden has three different uses in meaning, according to the word that is placed at the end of the sentence. If that word is an adjective, werden corresponds to the English verb to become. Ich werde jetzt hungrig, I am becoming hungry. Second: If it is the third form of another verb that is placed at the end instead of an adjective, the verb werden also means become, but has what we call a passive meaning, as Der Hund wird jetzt geschlagen, The dog is now becoming whipped, or simply, The dog gets whipped. In common conversation this meaning of werden is often expressed in English by get. I am getting hungry, The dog is getting whipped. Third: Of at the end of the sentence we place the name of the verb (infinitive) it always refers to future time and means that the subject will or shall or is going to do a thing as Ich werde morgen nach Hause gehen, I shall go home tomorrow. Er wird bald hier sein, He will soon be here, or He is going to be here soon.



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In making its three parts werden changes its vowel to u in the second form, but in the second form it is one of the few verbs that also add an e to the first and third person singular like regular weak verbs.

This mixture of the peculiarities of strong and weak verbs we call strong-weak. Other verbs of this kind are bringen, brachte, gebracht; denken, dachte, gedacht. These last verbs, however, continue weak in the third form (as they end in t). The g or k sound in the first form changes before the t in the other forms to mere breath and so is written ch. Before this breath, the n of the first form drops out.

In the third person singular of the present werden changes from e to i, as other strong verbs, but as the stem ends in d (which when final sounds like t) no additional t is added. This peculiarity is also shared by some other strong verbs when the stem ends in d or t. This verb is also used as an auxiliary to form the future tense of other verbs and needs special study. In this third use and meaning of werden which refers to future time or what is going to happen, there is no use for the last two terms (the preterite and past participle) for these you know refer to past time. The verb werden makes its compound past form (pres. perfect) with the help of the word sein, so that "I have become" is Ich bin geworden. Now as we have seen with the second use of werden giving a passive meaning, the third form of some other verb stands at the end of the sen-



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tence in the simple tenses. Der Hund wird heute geschlagen. The dog becomes whipped today. If now we wish to say "The dog has been (become) whipped today" we must use the compound form, ist - geworden, with geworden at the very end of the sentence. With the first use of werden, "The man has become old", "Der Mann ist alt geworden" this sounds all right. But in the second or passive use of werden, it will bring in place of the adjective alt, the past participle geschlagen before the geworden, and we shall have two words at the end of the sentence both beginning with ge. This does not sound well and so the ge is dropped from geworden.

Drill for a long time now unceasingly on the four tense forms, present, preterite, future, and present perfect.

We have now talked over almost all the different ways of saying things in German and have used only nouns of the Father class.

Before nouns of the mother class the letter r is dropped from the dieser words leaving the ending e. The word "the" is a little peculiar as it inserts an i before the e, making it ie which is pronounced ee.

Before nouns of the child class the letter s takes the place of the letter r where it was used before the father class, and again "the" is also a little peculiar before words of the child class reminding one of the English neuter "what". Another



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Before nouns of the child class the letter s  
takes the place of the letter y where it was used  
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little peculiar before words of the child class re-

thing which makes it easy with the mother and child classes, is that the object form answering a verb and completing its meaning, is always the same as the subject form when the person or thing is talked about as doing something.

When a describing word stands before a word of the mother and child classes, then the rule is the same as with the masculine. If a changeable is before it, the descriptive word ends in e, just as with the masculine. If no changeable is present then it ends just as the changeable would have done (which is also e). Whatever combinations may be made, the whole expression for feminine and neuter words is identical in the subject and object forms.

Before the plurals of all nouns, all changeables end in e, "the" being the same as in the feminine singular. This is true for the object case also. For remember that excepting the personal pronouns and in the case of words standing before a masculine singular, the subject and object forms are identical, no matter what elaborate combinations you may learn to make.

A describing word before any plural noun also ends in e if there is no changeable before it, then the adjective takes a weak consonant to close the sound.

This makes the so-called weak ending en which means that the changeable has already done its work of showing with its ending that the noun is plural.



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The use of the nouns and pronouns with verbs has so far been only to show what the subject does or is in direct answer to the verb. "What does he see?" or "Whom does he see?" "He sees me."

With such a word as give, we may have the direct answer to: "What does he give?" and there may also arise the question: "To whom does he give it?" The answer to this is called the indirect object of the verb. The name of this case is derived from the Latin word that means to give, the dative case. This indirect idea of the person to whom the subject gives the thing, may or may not be expressed by the preposition to, according as the word referring to this person is put before or after the thing which is given. "He gives me the book" "He gives the book to me".

So also in German the position of the indirect object depends upon the use of the preposition zu.

The form to be used for this indirect case is frequently different from the nominative and accusative forms, especially with pronouns. In the first person it is mir in the singular, and uns like the accusative in the plural. In the third person the masculine and neuter use ihm (ending in m like the English him). The feminine is ihr (ending in r like the English her). The form for intimate address is dir (singular) and euch



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it is *ich* in the singular, and *ich* like the accusative

in the plural. In the third person the masculine and

neuter use *ihn* (ending in *n* like the English *him*). The

feminine is *ihr* (ending in *r* like the English *her*). The

form for intimate address is *du* (singular) and *du* each

(plural). The polite and usual form of address is (as in all grammatical forms) identical with the third plural: ihnen, only remember to write it with a capital, when it refers to the person addressed.

In nouns every dative plural ends in n - an invariable rule. The dative singular of nouns is the same as the nominative and the accusative, except that when a masculine or neuter word has only one syllable, we may bring particular attention to the dative idea by speaking the word longer and making it have two syllables by adding e. Feminine monosyllables do not have this privilege. Verbs that can be practised with this dative form are gehen, schicken, folgen, helfen, danken.

The form that corresponds to our possessive adds s to the singular of masculines and neuters as in English. If the word is of one syllable, the speaker can make it emphatic just as with the dative by putting in an e before the s, and making two syllables. An e is also needed to make an easier pronunciation of s after certain sounds. Feminine words and all plurals do not change the form for this possessive idea. In fact, the feminine nouns do not change their form in the singular nor do any nouns in the plural have any change except to make the dative plural end in n.

The personal pronouns have also a genitive form but its use does not correspond to our possessive meaning. It is used with verbs that usually take of in English: "to think of me", "to be mindful of you". Our English possessive meaning is expressed in German always by the possessive adjective which we have learned as be-



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In nouns every dative plural ends in n - an inverted-syllable rule. The dative singular of nouns is the same as the nominative and the accusative, except that when a masculine or neuter word has only one syllable, we may bring particular attention to the dative idea by speaking the word longer and making it have two syllables by adding e. Feminine monosyllables do not have this privilege. Verbs that can be preterit with this dative form are gehen, schicken, folgen, helfen, danken. The form that corresponds to our possessive adjectives to the singular of masculines and neutrals as in English. If the word is of one syllable, the speaker can make it emphatic just as with the dative by putting in an e before the s, and making two syllables. An e is also needed to make an easier pronunciation of a after certain sounds. Feminine words and all plurals do not change the form for this possessive idea. In fact, the feminine nouns do not change their form in the singular nor do any nouns in the plural have any change except to make the dative plural end in n.

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longing to the second set of changeables, the kein words. We select the possessive adjective word as referring to possession or the person that possesses and then change the ending to agree in gender, number, and case with the object possessed.

We have learned that the second set of changeables, the kein words, have no ending in the masculine and neuter nominative and also that the accusative of the neuter and the feminine is always in every respect like the nominative all through the changeables, adjective, and noun forms. We have learned also that in the masculine accusative singular everything that precedes the noun must end in en.

In every other respect all changeables, whether in the first or second set, have the same endings and these are like the ones we have just been learning of the personal pronouns; namely, in the dative singular of the masculine and neuter all changeables end in es (reminding one of the English his). In the feminine singular both the genitive and dative end in er (like the English her). In the dative plural the changeables conform to the sweeping rule that we have learned, that everything in this case must end in n. In the genitive plural they end in er (reminding one of the English their). When an adjective has no changeable before it, it takes the ending of the changeable following the endings learned for the word dieser.

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If any changeable stands before the adjective, then

plural, the adjective merely assumes the ending en, no matter what the gender, number or case may be. This ending en is composed of the weakest vowel and the weakest consonant in the German language, and is simply used to give the word at least two syllables and then to close the sound. The reason for this is that the German ear does not like to hear a repetition, for when it is preceded by a changeable, that does the work of showing the gender, number, and case and the adjective has nothing of that work to do. So we find that when an adjective stands before a noun and is preceded by the definite article der the adjective has the ending e in the nominative singular and everywhere the ending en. Some of these adjectives have been for a long time used without the noun as in English, the giant (man). Some are just beginning to be used so, as in English: "Will you have an ice(d) (cream)?" "Here is a good landing (place)." In German many such adjectives which were attributive of living animals came to be used so regularly without the noun that they were written with a capital, and their use as an adjective was forgotten. Even the ending e in the nominative singular is no more used no more than the d in the English "iced cream". Others may drop the ending optionally as der Geselle. Many words of this class are never used without the e, as der Riese, and some even retain the adjective feeling so far that their endings vary like a regular adjective according as a dieser changeable or a kein changeable or none at all precedes them, as der Reisende, Ein Rei-



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sender, die Reisenden or Reisende. This last set of nouns of this class are mainly present or past participles with some such word as people understood after them, and their endings vary just as if they were regular attributive adjectives, as der Gelehrte (Mann) or Verwandte, relatives, (related people).

Of the nouns denoting inhabitants of countries, the word Deutscher is of this latter class, der Deutscher, ein Deutscher, Eine Deutsche, Deutsche, and die Deutschen. Many others are of this fifth declension, but without this variableness. They are declined like der Knabe, ein Knabe, with all the other cases ending in en. The feminine of these nouns is formed by adding to the stem in in place of e, and they belong with the regular feminines of Class IV. The vowel of the stem is sometimes unlauded, der Franzose, ein Franzoser, die Französin; der Russe, die Russin, der Schwede, die Schwedin. Many other such names end in er and belong to the first class if masculine. The feminine form adds in after the er, der Americane, die Americanerin; der Italiene, die Italienerin.

Some other nouns have fallen into this class by analogy; some few in old times, like der Ahn, where the adjective feeling is obscure and many more in recent times, especially foreign nouns denoting persons using some characteristic, as of their vocation, der Architect, der Student. Most of the foreign nouns never went through the process of being an adjective, and



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consequently never have assumed the nominative ending e, while all the other cases end in en, as the other nouns of this class.

All cases may be used with prepositions except the nominative case and some prepositions may be used with one of two cases according to the meaning. The following may be used with either the dative or the accusative: vor, an, auf, hinter, in, neben, über, unter, and zwischen. The accusative follows these words when the distance changes between the two nouns connected.

In many languages, prepositions may be used as adverbs qualifying verbs. So in English, "Go into the house." "I don't want to go in" "You look on, while I work." All such close modifiers of verbs are placed in German as near as possible to the end of the thought or sentence.

In compound tenses the last word of a statement in future time must, of course, be an infinitive and in past time a past participle.

In the two simple tenses, present and preterite, which have no auxiliary, the stem of the main verb instead of being in the form of an infinitive or participle is itself inflected and brought up to the beginning of the sentence to take the second place (where the auxiliary stands in a compound tense) Now if these little words can stand alone as separate independent words, then they stay at the end of the sentence alone in these two simple tenses.

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however, (er, ver, zer, be, ge, ent) which are often attached to the front of the verb stem which cannot stand alone as separate words. These six might be called "taggers", for as they cannot stand alone, they "tag around" in front of the verb stem wherever it goes. They are never accented under any circumstances, and they influence the meaning of the verb so closely that they allow no ge or zu to come between them and the stem of the verb. In the past participle the ge is omitted altogether, and with an infinitive(or gerund) the zu is written separately before the whole word. These six syllables are called "inseparable prefixes". All other close qualifiers of the verbal idea allow the zu and ge to come in between them and the stem, whether the whole is written as one word or not. You will observe that these six prefixes all have the vowel e. One begins with e, two end in e, and three end in er. There are a few other prefixes which can stand independently as adverbs, when they have the accent and literal meaning, and which can never leave the verb when they have a figurative meaning and no accent. Compare the English "I looked the paper over" "I overlook the paper".

At this point the modal auxiliaries should be introduced in their simpler forms. In all languages belonging to the Germanic family a set of words is used with the infinitive of the main verbal idea to express the way the subject feels towards the verbal act, or idea: as in English: "He can go, he may go, he might go" "He shall go" etc. In the construction



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of the sentence these words simply take the place of *werden* when it forms the future tense with an infinitive. These words are sometimes called modal auxiliaries.

They were in oldest times, the preterite tense (simple past) of otherwise complete strong verbs, but as the use of them with an infinitive became more common they were the only part of these words that remained in use, and they kept their inflection as a past tense of strong verbs, that is, the first and third persons have no ending. Moreover, in these days the past tense of a strong verb usually had a different vowel in the plural from that in the singular, so that the pupils in those days had to learn four different parts of a verb. There are six of these verbs in German: *wollen*, *sollen*, *mögen*, *können*, *dürfen*, *müssen*.

*Ich will*, *wir wollen* means that the subject is willing to, desires to, or is determined to do a thing.

*Ich soll*, *wir sollen*, expresses <sup>moral</sup> obligation.

*Ich muss*, *wir müssen*: physical compulsion.

*Ich mag*, *wir mögen*: various degrees of "like to".

*Ich darf*, *wir dürfen*: permission.

*Ich kann*, *wir können*, physical ability/

Although these words are in the past (or preterite form) they refer to the present time and are therefore called also by some teachers "preterite presents".

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form, meaning, but in German they are very regular both in meaning and in construction. We have seen that the first person plural of the present tense of a verb is identical with the infinitive form, so, taking the plural forms of these verbs as given above, and starting with it as an infinitive, these verbs in their modern use have the principal parts like a regular weak verb, wollen, wollte, gewollt. The umlaut, however, of the infinitive is not carried over through the past. (It does, however, reappear in all subjunctive forms)

When one of these preterite presents (modal auxiliaries) follows the subject and refers to the present or future time, its construction is exactly like that of the auxiliary werden, and the infinitive of the main verb stands at the end of the sentence. Like the auxiliary werden, it precedes the subject in questions, and when anything else than the subject begins the sentence.

In all compound tenses, whether future or past, the preterite present of course goes regularly to the end of the sentence, standing after the main verb. At this place at the end of the sentence it always uses its name form (infinitive) in any tense whatever. This brings two infinitive forms together at the end of the sentence, and these two forms keep together at the end of every kind of sentence. Even if the compound tense stands in a subordinate clause, the auxiliary for the preterite present (haben in the past tenses and werden for the future



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perfect) will not disturb this couple of infinitives at the end of the clause, but will stand just before them. For example: Wenn ich gestern nach Hause habe gehen wollen. The position of these two infinitives at the end of every kind of sentence in the compound tenses involving a preterite-present and a verb depending on it is an absolutely sure and safe rule. The English use of modal auxiliaries is so complicated that the student will be betrayed into all sorts of confusion unless he remembers this dead-sure rule.

Very often the main verb is omitted by ellipsis although easily understood. If it is not expressed it must be represented by es in German, and then the preterite present follows the perfectly regular conjugation of a weak verb. For example: I don't want to, "Ich habe es nicht gewollt". "You ought not to have" (It wasn't your duty to) "Sie haben es nicht gesollt."



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SPECIMEN EXAMINATIONS.

I

1. Give a list of masculine nouns of Class IIa and III
2. What forms of a German verb end in en?
3. How is German g pronounced?
4. How are syllables divided?
5. With what must every word or syllable begin?
6. State the differences between strong and weak verbs
7. If the second word in a sentence is some form of werden, what will the last one be?
8. Write three sentences in German of at least three different words.
9. Put in German: Where have you seen that little table? Will the good ladies come today?
10. Name some feminine nouns of class II.

II

1. Give the rule for the sequence of endings on words standing before a plural noun.
2. Give the principal parts of haben, sein, schreiben, gehen, werden, and liegen.
3. How about succession of adjectives before a noun?
4. What is the ending of the third person singular?
5. In what forms does a German word end in e?
6. Name the masculine nouns you have learned in Class I and IIa.
7. Write two questions in the past perfect tense.
8. With what may a question begin?
9. What words may end in er before a masculine noun in



EXERCISES

I

1. Give a list of masculine nouns of Class I and II
2. What forms of a German verb are there?
3. How is German pronounced?
4. How are syllables divided?
5. With what must every word or syllable begin?
6. State the differences between strong and weak verbs
7. Is the second word in a sentence in some form of werden, what will the last one be?
8. Write three sentences in German of at least three different words.
9. Put in German: Where have you seen that little table? Will the good ladies come today?
10. Name some feminine nouns of class II.

II

1. Give the rule for the sequence of endings on words standing before a plural noun.
2. Give the principal parts of haben, sein, werden, sein, gehen, werden, and liegen.
3. How about succession of adjectives before a noun?
4. What is the ending of the third person singular?
5. In what forms does a German word end in -e?
6. Name the masculine nouns you have learned in Class I and II.
7. Write two questions in the past perfect tense.
8. With what may a question begin?
9. What words may end in -e before a masculine noun in



the nominative singular?

10. Say: Why have not the pencils been here?

### III

1. Make a list of all the neuter nouns you know with class and meaning.
2. Make a list of strong verbs with meanings and principal parts.
3. What case endings remind you of corresponding ones in English?
4. What different meanings may ihr have?
5. Say: I did not see your good brother when he was here.
6. What are the differences in the declension of dies-er and mein. What words are declined like each?
7. Where is it true that all the qualifying words standing before a noun have the same ending?
8. Under what circumstances may guter precede a noun?
9. State the order of words as far as you have learned it in a declarative simple sentence.
10. What stands at the end of a sentence in the three different uses of werden?



The nominative singular?

10. Say: Why have not the pencils been here?

### III

1. Make a list of all the center nouns you know with

cases and meaning.

2. Make a list of strong verbs with meanings and prin-

cipal parts.

3. What case endings remind you of corresponding ones

in English?

4. What different meanings may the have?

5. Say: I did not see your good brother when he was here.

6. What are the differences in the declension of dis-

er and mein. What words are declined like each?

7. Where is it true that all the qualifying words stand-

ing before a noun have the same ending?

8. Under what circumstances may enter precede a noun?

9. State the order of words as far as you have learned

is in a declarative simple sentence.

10. What stands at the end of a sentence in the three

different cases of verbend?



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